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The Trail



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ADDRESS TO FIRST CONVOCATION

THE ADDRESS GIVEN TO THE
FIRST CONVOCATION OF THE
UNIVERSITY OF ALBERTA,
OCT. 6th, 1908, BY
H. M. TORY

Mr. Chancellor, Members of Convocation, Ladies and Gentlemen:

It is with a profound sense of responsibility that I come before you today for the first time in my capacity as president of your university. Positions of great responsibility and opportunity come to few men and when they do tradition has usually marked out a way, a path well trodden by other men which it is fairly safe to follow. But seldom is it given a man or a group of men to lay the foundations of great institutions, and while doing so, to blaze a path into which an established order shall compel other men to walk.

Three years ago His Honour the Lieutenant Governor, acting for His Majesty the King and the people of this province, placed upon the shoulders of the Prime Minister and his Ministers the task of making a tradition for the enactment and administration of Law in this new part of Canada. With hands practically free, within the limits of the Constitution, they were given an opportunity to show the world what responsible Government could do for a country which begins its life with the effect of tradition reduced to a minimum. Similarly to you Gentlemen of the Senate and Convocation and to me as your Executive Head has been given the responsibility to say what an educational institution, started unhampered by fixed tradition, may become: as we build, unless we build so badly that our work must be destroyed, others will build after us.

May I also be permitted to recall a fact which I have before stated in your hearing—we are happily and fortunately free from all strife in the inception of our plans. Men of all political parties have joined together to make this beginning possible; men of all religious faiths have said Amen to our efforts. It would ap-

pear as if at last there had been found a place in Canada, at least one province in this fair Dominion, where men of all creeds and parties, men from the North, men from the South, men from the East, men from the West, would join hands to make an institution, whose mission would be to create an intellectual and spiritual atmosphere in which prejudice and hatred could not live, an institution whose work would be to assist in the unification of the diverse elements which enter our national life.

In one other important matter we are almost equally fortunate. We are starting our work at a time in the world's history when, after centuries of struggle, the public opinion of the civilized world will be practically unanimous in commending our action, for the University has come to be recognized as an essential factor in the life of every civilized community. The last century saw the struggle going on, in the English speaking world particularly, between those who demanded such institutions and those who would deny them to the people. The universities, however, so emphatically won the day that no self-respecting citizen will be found in opposition.

In England the development of this spirit can be seen in the growth of such institutions in the great centres of trade and commerce, in Manchester, Liverpool, Birmingham, Sheffield, Leeds, while in their growth the many universities and colleges, equipped to teach but without degree conferring powers, have received the hearty support of the Imperial Government. The last great step has just been taken; I was almost going to say that intellectually, the last great wrong has just been righted and Ireland is to have its two universities also. Thus has been reached the climax in the growth of that spirit of toleration and liberty which our universities are usually found to foster.

On the American Continent the same spirit has shown itself. This is evidenced by the fact that each state in the Union,

however small, has founded for itself a state-supported institution, except where old and strongly established institutions are meeting the need.

Finally in Canada within all the provinces, legislation has been passed for the same purpose and within a very short time an adequately equipped university will be in operation in each.

The truth is, Mr. Chancellor, that the critics of such foundations belong to a past and not the present age. Today no civilized state in the world feels that it can afford to be without its university.

When one comes to inquire into the causes which have operated to produce such institutions a complex problem presents itself to us.

In the first place they have arisen as a result of the demand of the intellect pure and simple. Quite apart from practical results, the restless energy of the human mind, slow to accomplish results, but never resting in its efforts, has demanded that a place should be found where men may be given an opportunity to fit themselves by rigid training to solve the problems of life. Thus it has become the task of the university to hold up the highest ideals of life; to help create in the hearts of men and to sustain in them a love for those things which are higher than food and raiment; to emphasize the teaching of the greatest of all teachers: that man's life consisteth not in the abundance of the things which he possesses. It has become a part of their recognized responsibility to instil a love of those things which really constitute greatness; to emphasize the things of the mind above those of the body; in relation to national life to place patriotism above party; in our relations to others to place love above hate; in our relation to knowledge to choose truth and not error; in our relations to ourselves to be men not things.

The form in which the university life expresses itself varies in different countries. The universities of Germany are wholly unlike those of France; those in England differ from those in Scotland.

The American universities are unlike those in either France, Germany or England. But wherever the university is true to itself, to the spirit which called it into existence, then freedom to investigate, obligation to teach the truth as it is understood, and recognition of merit irrespective of social distinction, exist.

So far as we are concerned there is no reason why in its best sense our University should not be all this to us on its intellectual side. In stating its call to us we may paraphrase for the people of this province the words which Ruskin addressed many years ago to the young people of England—We are not a degenerate race, we are a race produced by the mingling of the best blood. We are not yet dissolute in temper, but still have the firmness to govern and the grace to obey.

. . . We are rich in the inheritance of honour bequeathed to us through a thousand years of noble history and we may make it our daily thirst to increase it with splendored service, so that if it be a sin to covet honour, Canadians should be the most offending souls alive.—Mr. Chancellor, the Science, the Art, the Literature of the greatest races of men call us to high duty and great responsibility.

But, Sir, these universities have also grown up as the result of specific demands. The human intellect, fortunately, has never been able to dissociate theory from practical problems. The result has been the application of knowledge in specific ways to the betterment of man's physical condition.

The specific need that produced the ancient schools was generally the call of the Church for the training of men for religious service. The great ancient schools of Europe founded by the great emperors were under the guidance of the Church.

As the complex needs of men became understood other responsibilities were recognized and on the practical side teaching was added. Law and medicine came first. From these schools were turned out a splendid procession of jurists and physicians. Later still came our schools of practical science and last and by no means least that great practical science

which was last to find a voice in the Agricultural Schools. Ten years from today a university without a well equipped Faculty of Agriculture will be an anachronism.

On this practical side it shall be our duty to see each need met as it arises and to give prominence to these things most closely related to the life of the province.

But, Mr. Chancellor, I would like to emphasize another fact. The modern state university has arisen out of a demand on the part of the democracy, either directly or through those who understood its needs, for an opportunity of self-realization. The modern state university is specifically a people's institution.

In many of the older universities men of merit were deprived of the privileges which they offered sometimes by creed or class legislation. The modern state university has sprung from a demand on the part of the people themselves for intellectual recognition, a recognition which only a century ago was denied them. The result is that such institutions must be conducted in such a way as to relate them as closely as possible to the life of the people. The people demand that knowledge shall not alone be the concern of scholars. The uplifting of the whole people shall be its final goal. This should be the concern of all educated men, it should never be forgotten.

To this end the training afforded by the university must give the men from the mass a chance to rise in the scale of life's responsibility, and as a ruler of his fellows, to relate government to their lives. This will make for national solidarity and not the solidarity of ignorance but of intelligence. It is the glory of our Canadian institutions that they have directed from the homes of those we are accustomed to call the common people, a steady stream of men into positions of responsibility among us. Without that which the university has to offer this would never have been possible.

It thus happens that the problems of our national life are being worked out, directly or indirectly, more largely by our universities than elsewhere. The uni-

versity has become, in the words of the late President Harper, "a prophet of the people"; may I add also, a prophet to the people. For from its walls must come forth the men who shall make their laws, who shall expound the principles of government, who shall soundly conceive the responsibility of the people. The men who shall see for the people, feel for them, hear for them, and lead them into those paths of life which make for stability and permanence.

It has been well said "that there is a call for men trained by other agencies than the caucus for the discussion of public affairs; men who know what the experience of the world has been in the development of institutions and are prepared by intellectual and moral discipline to advance the public interest, irrespective of party, and indifferent to the attainment of official stations." Such men the universities should foster and nourish.

Mr. Chancellor, I consider that the extension of the activities of the university on such lines as will make its benefits reach directly or indirectly the mass of the people, carrying its ideals of refinement and culture into their homes and its latent spiritual and moral power into their minds and hearts is a work second to none that can be undertaken by any government.

No truer applications can ever be made of the words of the great Humbolt, who said—"The State always acts wisely when in times of misfortune it uses its efforts to establish something looking to future good and connects its name with such work." The time will come when all men will recognize that the founding of the Provincial University in this province was one of the great acts of the administration of the present Government.

But, Mr. Chancellor, I must hasten on to another question. You will expect me to say some word with regard to the direction in which we are now spending our energy.

Let me say in reply to such a query that here we have the past to guide us. The accumulated experience of past generations of educators and teachers has

largely determined for us the materials of our sources of study and the direction in which our work must be started.

We have organized our first Faculty as a "Faculty of Arts and Sciences." In making our first appointments we have determined to begin with those subjects which everywhere by common consent are considered the subjects which should form the foundation upon which to build. These are:—English languages and Literature, the Ancient and Modern Languages, History, Pure and Applied Mathematics, Physics.

To these at once will be added the natural sciences, chemistry, botany and geology, and also philosophy. We shall rapidly push our scientific study into those practical fields which are necessary to meet the needs of the province and our philosophy into subjects related to the needs of the teachers.

Of course, in the extension of our work our great need will be money sufficient to secure efficiency. Here we will be dependent mainly upon the good will of the province itself. I cannot but believe that the province will be anxious to see us generously treated. Mr. James Stuart, of Trinity College, Cambridge, tells in one of his books a quaint story of an old English Abbey. It appears that under the regulations the strictest economy was enjoined. The inmates were instructed each day how to use up the fragments of food left over from the day before. The beef roasted on Sunday was to be minced on Monday, soup was to be made of the bones on Tuesday and so on so that nothing would be lost. "Finally," said the ordinances, "if there is anything absolutely uneatable it is to be given to the poor."

Mr. Chancellor, we are glad to say that the Government has not left us in the position of the poor merely to have what is left over. They are providing for us on a basis of sharing in the province's revenue.

I mention this fact, however, that I might make another statement. There never was an enterprise into which private citizens could enter with greater benefit

to themselves and to the community than in helping a university. Already we have evidence that the generosity which has made the eastern universities flourish lives in the West. To the Premier of the Province we are indebted for many favours, but for none am I more grateful than for the splendid gift to the library of a complete set of books on Canada. The gift will, when complete, probably cost \$5,000.00.

Another good citizen of our twin cities has set an example and has placed at our disposal a sum of \$500 to be distributed as scholarships for our worthy students. These will be offered for competition to the schools of the province. The moral is plain.

Permit me to say one word with regard to our staff. On them the success of the university depends. If we are to have a great university it will be because great men are upon our staff. Here we are confronted with the problem which confronted the First President of Johns Hopkins. He asked a friend what he was to do in this dilemma. "You cannot have a great university without great men and you cannot get great men without a great university. What am I to do?" This friend replied: "Your difficulty applies only to old men who are great; these you cannot move; but the young men of talent, learning and promise you can draw. They should be your strength."

Mr. Chancellor, it is from the young men of promise and learning of the continent that our staff has been selected. I will ask you to judge them by their work.

But before I leave this topic I add one other remark. The members of the university staff must not be thought of in the ordinary way as state officers. They must rather be regarded in the light of independent thinkers and scholars who are to bring us into that appreciation of those higher things about which I was speaking a moment ago. For that purpose they have been selected, and I am confident they will prove worthy of their high vocation.

The process of education is a complicated process. Modern science teaches us

that our art, our science, our literature, our history, our institutions of government, our religious life, all are so interwoven with the fabric of our life that in the rounding out of a full-orbed manhood none of these can be neglected. For their proper appreciation teaching power is necessary. Into their inner and larger meaning the university teacher must lead his students. Our professors are first of all teachers. To them the largest freedom must be given. It is their duty to push into the heart of things that the truth and nothing but the truth may be discovered. I am sure they will temper freedom with discretion.

And here, Mr. Chancellor, I wish to say one word about the freedom of teaching. With every passing generation pious souls have been disturbed as one truth of nature after another, one phase of human experience after another has been revealed in such a way as to appear to conflict with accepted opinion. Those who have followed the history of the discoverers of science know how bitter this conflict of opinion has been. Europe was convulsed when the discoveries of Copernicus were published. Religious England and America were terrified when the theory of evolution was first published. Yet out of all this chaos came Cosmos. Materialism, it is true, for a while seemed to lift its head, then died, and the moral and spiritual sense of the Christian world was triumphant. Out of it all a larger, fuller and richer life has come to men. To search for truth can injure none. The power to appreciate the truth is God's greatest gift to man. Why should our timid souls fear the fullest light on any subject?

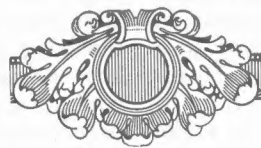
Did I say materialism was dead? I say it again! Man knows that he is greater than the clod and in that knowledge lies his supremacy. The age of thought has only begun. In spite of the practical and materialistic philosophy which expresses itself in the commercial spirit of the age I assert the deepest conviction of my being that thought and mind are still supreme. We who teach may be called idealists. Let me say to you that the idealist still lives and lifts his head to the stars and declares the impossible can be accomplished. All the ages of progress have been his ages and when the spirit of a material age is dead and the philosophy of materialism is forgotten the idealist will still be conquering the world.

To the visitor of our University, his Honour the Lieutenant Governor, may I express the hope that the affairs of the University will be so conducted as to make it unnecessary for him to do other than express approval.

To you, Mr. Chancellor, may I say that your selection for the high position which you hold has given us the greatest pleasure. Your well known scholastic attainment and your deep interest in things intellectual assure us of your unmeasured support.

To you gentlemen of the Convocation of the University permit me to say that the University expects your heartiest co-operation. To you we look to form public opinion with regard to our work and to stand together for its protection.

Gentlemen of the Senate, I am confident that you join in a pledge with me to the people of this province to unite heart and soul to administer this trust for the public good.



ADDRESS TO TWENTIETH CONVOCATION

ADDRESS GIVEN TO THE TWENTIETH CONVOCATION OF THE
UNIVERSITY OF ALBERTA,
MAY 15th, 1928

BY H. M. TORY

Mr. Chancellor, Your Honour, Members of Convocation, Ladies and Gentlemen:

It has been the custom for the President to present as an annual report a statistical statement of the affairs of the University for the year with such remarks upon University requirements as seem wise and necessary. This year, since we have reached the end of the twentieth year of the life of the University, I propose departing from this time-honoured custom, and to bring before you in brief review the story of the growth and development of the University.

Looking back over the twenty years I find this story naturally divides itself into three distinct periods: the first period beginning with the opening of the University in September, 1908, and ending with the outbreak of the Great War; the second period, the period of the War itself, beginning in 1914 and ending in 1919; the third period from the year 1919 to the present time.

From this distance in time, there are certain facts which stand out as characteristic of the first period. It was a period of pioneering, the day of small things. There were no buildings, no equipment, no staff and no traditions, except the common traditions of organization and scholarship characteristic of the people from whom we had our origin. The effect of this situation upon my own mind at the time is set out in the following words spoken at the first Convocation twenty years ago: "We are happily and fortunately free from all strife in the inception of our plans. Men of all political parties have joined together to make this beginning possible; men of all religious faiths have said 'Amen' to our ef-

forts. It would appear as if at last there had been found a place in Canada, at least one province in their fair Dominion, where men of all creeds and parties, men from the North, men from the South, men from the East and men from the West, would join hands to make an institution whose mission would be to create an intellectual and spiritual atmosphere in which prejudice and hatred could not live, an institution whose work would be to assist in the unification of the diverse elements which enter our national life."

I feel that in uttering such optimistic words, I underestimated the general state of public opinion at the time, and I was soon to learn that whatever might be the state of mind theoretically regarding the establishment of a university, most of the practical problems which men in past ages had faced would have to be faced again.

(1) The University Act, under which the University started to function, had to be re-written. The first Act had been a preventive measure; a constructive measure had to be created.

Fortunately, the work done by the Commission of the University of Toronto was available as a basis for the consideration of administrative problems, and the common tradition of Canadian scholarship was also available, from which to draw in connection with educational matters.

(2) The standards of education had to be set. Were we to be a small college with standards little above the high school, or were we to be a real university? If the latter, then the first work to be done was to secure proper standards of university entrance and university instruction. To secure these, proper matriculation standards had to be established, a teaching staff of the right quality had to be secured, and freedom from political control in the matter of appointments had to be maintained.

Having firmly set before our minds the determination that our university was to

be a real university in the best sense of the word, and not a glorified high school, we did our utmost to secure the establishment of conditions to make this possible.

With regard to matriculation, we determined at the beginning that the standard of matriculation should be the same as that established in the major universities of Canada, and that where students came to us, due to the peculiarities of our school system, fully prepared in some subjects, but not prepared in others, preliminary instruction would be given independent of university instruction for the purpose of completing their matriculation. This we were compelled to do for many years, and are still doing it in connection with persons coming from schools where language instruction is not available. In this matter the heartiest co-operation of the Department of Education was given. The establishment of the joint Matriculation Board under the chairmanship of the Deputy Minister of Education was brought about after some years of negotiation with the Department, resulting in a plan for securing proper standards which has been working smoothly for a number of years.

With regard to the securing of a proper teaching staff, the following statement made at the first Convocation address, quoting from a statement made by the first President of Johns Hopkins University, indicates how my own mind was working at the time: "You cannot have a great university without great men, and you cannot get great men without a great university. . . . Your difficulty applies only to old men who are great. These you cannot move, but young men of talent, learning and promise you can draw; they should be your strength." It was to the young men of promising scholarship that we had to look for staff appointments. Permit me to say that I think while the selection of men under such circumstances is exceedingly difficult, requiring accurate judgment of character and quality, the results of our effort in the main justify our point of view.

With regard to freedom from political control, I am happy to say that in the

twenty years that I have presided over the destinies of the University, only once was any suggestion made to me that indicated a desire to exercise political control over appointments, and that case was met by a prompt and definite refusal. My judgment has always been that professors of a university could not be considered as ordinary officials of Government. Here, again, let me quote from my first address: "They must rather be regarded in the light of independent thinkers and scholars who are to bring us into an appreciation of those higher things about which I was speaking a moment ago. For that purpose they have been selected, and I am confident they will prove worthy of their high vocation."

(3) We had to establish ourselves in proper relation to public opinion and to the professional bodies working under legislative authority.

With regard to the former, the work of twenty years in creating an atmosphere of good will between the public and ourselves is on record, and need not be reviewed here.

With regard to our relation to the professions a new and unique departure was made in this Province. When the University started to function all the professions of the Province were working independently of one another with regulations of their own prepared by their own bodies. This had led to considerable discussion from time to time in the public press as to the justice of a state of affairs which allowed professional organizations to fix standards for themselves independently of any public control. The question was finally solved by relating all these organizations definitely in affiliation with the University, and the responsibility for establishing standards of education was put upon the University Senate. In the second University Act, which was passed in 1910, provision was made for making such an arrangement with the consent of the professional bodies. One by one the professions came into the scheme, and today through the University Senate working in co-operation with the professions, educational standards have been established

that have removed all possible ground of complaint as to fairness between examining bodies and persons to be examined. I do not think a more satisfactory plan for dealing with these matters can be found anywhere in the civilized world.

(4) We had to determine at the very beginning what was to be the material of the curriculum. We decided from the beginning that three Faculties should be established, viz., Arts and Sciences, Agriculture, and Education, allowing the others to grow up in a normal way. The Faculty of Arts and Sciences was established forthwith. This was done because it was believed that the Faculty of Arts and Sciences provides the foundation teaching necessary for the proper establishment of all other courses of work.

At one of the very first meetings of the University Senate the whole question of agricultural education was considered and a resolution was put upon the minutes, asking the Government to establish schools for giving instruction in Agriculture, as a basis for higher agricultural education looking to the establishment at the earliest possible moment of the Faculty of Agriculture. A period of grave anxiety was passed through, but ultimately the Faculty of Agriculture was formally established within the University in 1915.

The Faculty of Education, which we were anxious to establish from the beginning, has been the slowest in coming. I am happy to say that finally it has been decided that instruction in the Science of Education is to be given in the University.

(5) We had to face the question of the unity of University instruction. In this we were met by a very strong religious tradition in Canada which favours the establishment of small colleges. In addition to that, there was the tradition of the North American continent of separating faculties for political reasons to suit individual communities. In many of the states of the Union the work of correcting this fundamental error is still going on. Gradually, however, the universities are being consolidated, even in the states

where the early error of the separation of faculties was made. It was clear to us from the first that the only possible way of securing a real university in the province capable of doing the highest kind of work was to secure unity of the whole educational scheme, including Agriculture and Education, in the scheme of the University faculties.

Our difficulties in this connection were greatly increased by the fact that a strife had taken place over the placing of the University in the capital city. The question of whether the College of Agriculture was to come to the University was finally settled by the farmers themselves. At a great farmers' convention, held in Edmonton in 1910, the matter was threshed out, there being bitter opposition based on reasons that would be curious reading to the people of the present day. I am happy to say that when the farmers' convention faced the issue squarely, and heard both sides of the question, the final vote was something like two hundred to seven in favour of the Faculty being in the University.

As the result of years of effort, we emerged from the first period with a new Act drafted along modern lines, with our standards recognized everywhere as being those of the older universities, a staff of highly trained competent men, a unified university scheme with Faculties of Arts, Science, and Agriculture, the professional schools affiliated, the beginnings of Medicine and Law, four good buildings and 440 students.

The second period referred to above began with the outbreak of the War. The universities of Canada, containing perhaps a higher percentage of idealism than any other similar group in the country, responded from the very beginning to the call to arms. At the outbreak in 1914, we had 440 students. In the next two years there were enlisted voluntarily in the Canadian forces 484 students with fifty per cent. of the staff of the University. Of the staff, some went to fight, some to help in the solution of the scientific problems which the war presented. We are happy to remember that in the

scientific work which was made necessary by the War, the University of Alberta, through the members of its staff, played a very conspicuous part.

In the midst of the disintegrating forces produced by the War, I was personally requested to go to Europe to study the question of the possibility of the organization of education in the Canadian Army. Perhaps it has never been quite understood why I responded to the call, and I may be forgiven if I were to state here my reasons. With more students of the University of Alberta in the Army than there were in Canada, with fifty per cent. of the staff also in the active forces of the nation, with the Canadian Army filled with men who were friends, and many of whom were students of other days, the call to see what could be done to help was irresistible. Further, there was this conviction in my own mind, that many of the brightest intellects of the country would be lost to future public service, unless they could be brought back into the universities when the War ended. The plea we made to the young men of the Army in the building of the "Khaki University" was, "You have lost the years you have been at the War. Do not let this, however, interfere with your preparing yourselves for the place which you have a right to occupy in the life of our country. It is true you will have to enter upon the actual work of life later than you otherwise would have done, but this should not deter you from going forward." I am happy to think that thousands of young men came back to our colleges after the War as a result of our efforts in the Army, which were represented by the "Khaki University." It is a joy also to state that I found the nucleus of a teaching body which afterwards took over the work of instruction in the Army among the men who had previously been on the staff of the University of Alberta. I am also glad to state that, in addition to the men brought back to our universities, over 50,000 men in the years 1918 and 1919 received instruction looking toward future occupation.

Our sacrifices in this period were heavy. Over 80 men, whose names are recorded on our tablet in the entrance corridor to this hall, lie buried in France and Flanders, of whom two, Professor Stanley Fife and Dr. Mosher, were members of the staff. Their names remain to us a perpetual memory.

Coming now to the third and final period, it might be described as the period of consolidation of the University and of the development of research in a practical way.

During the year 1918 the terrible scourge of "flu" which swept off so many lives in the country districts of the province led to an urgent call in the legislature for the establishment of advanced courses in the Faculty of Medicine. It was with great hesitation that we took this step, knowing full well the difficulties that would present themselves in establishing a School of Clinical Medicine in the University, knowing full well also that some of the very men who were urging it would be the first to forget the circumstances which led to its establishment and would complain of the cost of carrying it on. This led us to make an effort to secure special endowment for the School of Medicine. We were fortunate enough to secure from the Rockefeller Foundation the sum of \$500,000 as an endowment for our Medical School, an act of generosity on their part for which the University will always be grateful.

One thing brought out clearly by the War was the necessity of Canada's organizing her research facilities in future in connection with the development of her natural resources. We of the University were constantly faced with questions being asked concerning our province that we were unable to answer. Feeling this keenly, we organized the Scientific Association of the University of Alberta, and one of its first acts was to prepare a list of problems, the solution of which was considered urgent. This list was presented to the Government of the Province, with a request that some provision be made for beginning organized research within our boundaries. Out of this grew the organ-

ization of the Research Council of Alberta, through which the Government has been giving financial assistance to research during the last few years.

In addition to this, every scientific department of the University has been urged forward and developed in the direction of active participation in the solution of the scientific problems which present themselves in this age. Many of these problems are problems of a practical character which relate to our own life, especially in connection with our agricultural development. I think it can be safely said that we have been pioneers in Canada in bringing about a realization of the value of such work. Most of the other provinces are now following in our footsteps, and are creating similar organizations.

During the twenty years since the organization of the University, but mainly in this latter period, over 700 publications have been made by members of the staff, the great majority of these being in connection with absolutely new fields of knowledge and thought.

Today we have established firmly our Faculty of Arts and Sciences, our Faculty of Applied Science, our Faculty of Medicine, our Faculty of Agriculture, our Faculty of Law, our School of Pharmacy, our School of Commerce, our School of Education and our School of Domestic Science, and our Provincial Research Council working under a co-operative arrangement with the Government, with the Prime Minister of the province at its head.

I would be remiss, however, if I failed to point out one of the most important branches of the University service, viz., the work being done by the Extension Department. From the very beginning we saw the necessity of creating some machinery that would carry to the people at large the benefits which the University had to offer. We were fortunate in having in our first graduating class a man born and bred under the pioneering conditions of the early days of this province, a man eminently fitted to develop the Department of Extension. I refer to Mr.

Albert Ottewell. From the beginning, it was our desire to spend ten per cent. of the total revenue of the University in extension work. We have never been quite able to spend that amount, due to causes which it is unnecessary for me to explain here. It is something to be able to say, however, that the University influence through the Extension Department has been reaching fifty per cent. of the homes of the Province of Alberta, and now that we have our radio broadcasting station with our weekly lectures on practical subjects, it is possible that in the very near future a larger number of homes will be influenced for betterment through the activities of the University.

Glancing over the period as a whole, we began in 1908 in the top floor of one of the schoolhouses of the city with 37 students and a staff of four. At the end of the first period we had 440 students, with a corresponding increase in the University staff. We closed the third period in 1928 with a registration of 1,536 students and, again, a staff in like proportion. These figures alone are surely a sufficient vindication of the judgment of those who were responsible for establishing the University at such an early period in the history of the province.

Now one word with regard to the cost of the University. This is an ever recurring subject upon which I only wish to make a very few remarks. In the first place, the University of Alberta is being conducted today at a per capita cost to the people of the province less than that of any other University of like dimension on the North American continent; and, further, any fair judgment of the benefits that have accrued to the province as the result of its establishment will show that its work can be vindicated even as an economic proposition.

The second word I wish to say is that no self-respecting community can afford to be without its university. In making this statement, of course, I make it on the assumption that the university is conducted efficiently and with due regard to economy of expenditure. But when it is stated to you that a province cannot af-

ford to pay for a university, I would suggest that you compare the cost and the benefits with the cost and the benefits of some of the almost minor luxuries of to-day, in which we are accustomed to indulge ourselves, even though we cry out against taxation. The world moves on, we must move with it. That community lags behind, even though it thinks it is making progress, which fails to give support to the application and increase of knowledge for which a university stands.

A final word—the accomplishments of the University have been brought about by two causes. First, we have been fortunate in the quality of the young men and women coming from the homes of our province who have entered the University as students. I am happy to say that in the twenty years of my Presidency, the number of serious cases requiring the exercise of disciplinary authority has been

so small as to be practically negligible. Serious mindedness and a will to play the game has been characteristic of our students as a whole.

With regard to the teaching staff, I can only say that no man was ever supported by a more faithful and loyal body of teachers and instructors than I have had in the University of Alberta. The memory of the spirit in which they have co-operated through days of trial and stress will remain with me as among the most precious memories of my life.

I am leaving the University with great regret and only because I believe that the opportunity to serve Canada as a whole justifies my action. I believe that the future of this province and the University is bright with promise. I bespeak for my successor the same loyal support and goodwill from students and staff which they have uniformly given to me.



MEET THE VAG.

BY STUART JAFFARY

Clarence Williams—Vag., 4 mos., Edmonton, 6th term; age 63, English, single, laborer. Tall and stooped, wild black hair, full moustache, high color, Bolshevik appearance but surprises you with the pleasant voice of a cultured English gentleman. In Canada 17 years, but has had no job longer than 4 months—mostly a few days. Mentally regressive; has “spells” up to 20 minutes when he is dead to the world, often standing quite motionless. Filthy in personal habits. Collecting mania—stones, string, etc. Capable of light work which can stand the interruptions. IQ 82, mental age 13, health OK. Completely unsocial. Needs institutional care, where he could earn most of his support.

John Wilson—Vag., 30 days, Edmonton, 1st term; age 21, Canadian, born in Edmonton, single, laborer, medium height and weight; health good; listless manner, stupid grin in answer to some questions. Proves to be high grade moron, IQ 65, mental age 10.5. Brought up in Children's Aid Home, where he was deposited at age of 8 after a family breakup. Reached grade 6 at age 16. Works as a farm laborer, no higher ambition. No objections to jail. Typical moron. With his mentality and outlook, chronic vagrancy is a certainty.

George McLean—Vag., 6 weeks, Edmonton, 1st term; age 19, Scotch, immigrant 1927, single; school to grade 8; light build; loom mechanic in Scotland, laborer here. Health good. Picked up in town in company with chronic vag, and committed with him. Bright manner, normal intelligence, good worker. No previous record — a mistake in jail, but “doesn't mind it—now.”

Vags—the constant grist of police forces, police courts and jails. Old and young, wretched and healthy, listlessly chronic and eagerly adventurous—and all tossed together for the usual 30 days as standard treatment for their various complex ills. This is a glimpse of the vag

ends of unadjusted humanity which provide a third of our jail population. The typical vagrant proves to be English speaking, able bodied, below middle age, able at least to read and write, dull in intelligence, and thoroughly chronic. “Chronic” is the heart of the trouble, as the vag is a steady customer of police and jails, records of 30 to 40 convictions in the last 10 years being not uncommon. Such were the facts revealed in a recent study of vagrancy in Alberta.

Yes, we always have had vags. Yes, it's probable that they will always be with us—some. Why bother about them? Of course they're usually a nuisance, occasionally amusing, sometimes disgusting—more often unnoticed. This lack of attention accounts for their numbers. Serious crimes such as murder or robbery compel our attention. Something must be done. But outside of police-court news we seldom meet the vags—the most numerous but least known of all our unsocial humans.

Vagrancy accounts for about one-third of our jail population, intoxication about one-fifth, and theft one-sixth—in all two-thirds of the whole. But the cost of arrest, conviction and jail-keep is a minor part of the story, even when repeated for a chronic vag several times each year. Citizens contribute in hand-outs and stolen property; railways in losses through depredations and fires of tramp origin, or through hospital or burial costs when the stolen ride is unsuccessful; the government contributes when early invalidity or old age calls for state provision. The total money cost is many times that which is chargeable to power for the wheels of justice. To this must be added the wastage of domestic man power at a time when millions are being spent to attract fresh supplies from foreign shores.

The causes of vagrancy are complex, but may be classified arbitrarily as of four classes—economic, social, physical and mental—several or all of which are likely

to be active in a given case. The economic causes—and the most important—lie in the seasonal nature of much of our employment in the west. Farm work and harvesting, mining, and lumbering—the three largest employers of casual labor—are highly seasonal in operation, and under present conditions it is the necessary fate of their workers to be shifted from one to the other with the seasons. This is a powerful factor in moulding the vagrant viewpoint, and for the laborer of low intelligence, soon fixes his outlook on life. This transient labor is necessary as long as our seasonal industries predominate, and to the men who constitute its vagrant by-product, the jails are merely one phase of the year's fortune.

The social causes include such factors as marital disharmony, break up of the home on death of the wife or departure of children, family desertion, and the like. These factors are seldom on the surface, and it is only after the whole story is learned that their critical importance is evident. In many cases, too, they are likely to be critical incidents in the story rather than underlying causes, which are more probably economic or mental.

These mental factors are important and informing. There is in all of us, especially in youth, the occasional urge to wander. Couple with this a possible desire to escape from an overbearing parent or a nagging wife, or the enticing reports of good jobs available in the next town, and the wanderlust begins. The promised relief is rarely found, but pride forbids a return to the old town—ties have been broken, goodbyes said. Perhaps at the Coast things would be better—easier to live there anyhow. . . . So gradually does the wandering habit take control that it is wholly unrecognized, but when it is developed it gives rise to an almost pathological restlessness and perennial hope of "striking it right" at the next place . . . and the next. It is this chronic restlessness and the accompanying disintegration of character which are the hallmarks of the typical vag.

The other part of the mental story is feeble-mindedness. Probably a third of

all vags are feeble-minded—morons—and another third of such low intelligence that their behavior is but little different. These sub-normals are specially likely to become vagrants, since they are failures at school, misunderstood and abused at home (the parents may be feeble-minded), and credulous of reported green fields. It is with these sub-normals that the disintegrating process is most rapid; they are quickly reduced to the class of the shambling bum.

The physical causes of vagrancy are fortunately less prominent than in the days preceding workmen's compensation. In those golden days, crippling by an industrial accident more often than not went without relief, and the cripple was forced to the road or to begging. Now he gets prompt and adequate compensation, his family remains intact, and he may be given re-training for another class of work. This is a social gain of utmost importance, which, by contrast, is a bit of utopia.

Whatever may be the original cause of vagrancy, it is aggravated by the prevalence of seasonal industries, and by our present treatment of vagrants. This treatment as practiced by most police forces consists simply in keeping the vagrant moving, which device, when practiced by all the cities in the west, is an excellent means of guaranteeing work for each other's police. If the invitation to move on remains unaccepted, the inevitable sequel is thirty days. And it is this policy of short jail terms which is a large contributing factor to the continued existence of the vagrant. If one thing is needed in the treatment of the chronic vagrant, it is the opportunity to become settled long enough to break bad habits and perhaps catch an interest in life. But in our present wisdom we give him thirty days in jail where the first requirement is to do what he's told—quickly. Nothing could be more subversive of that initiative which is necessary if the man is ever to be re-established as an independent citizen. On his release his first welcome is from the police—move on. Small wonder that the chronic vag spends half his time in

jails, and the other half travelling between them.

It is improbable that vagrancy ever can be wholly eliminated. A certain mobility and freedom must be available to the workman under our present economic system. But the wastes of money and manpower certainly can be reduced. The better dovetailing of different seasonal employments is being furthered by the Employment Service. Wider markets for coal, and a marketing pool to ration production and eliminate unprofitable mines would give more certain work to miners. The extension of the combine harvester may do much to reduce the number of extra harvesters required each year.

On the side of treatment much could be done. Our treatment of delinquent youth is still primitive, as Mr. Harvey has pointed out in recent articles in *The Trail*. Given an adequate and interested probationary system, with a really corrective institutional term when necessary (such as afforded by the Borstal System) most delinquent boys could be given an effective direction into stable and productive ways of life. One advance which must come is the training of feeble-minded children. We have now the means to detect these in schools and in early delinquency. Sane policy demands a period of industrial training to replace the present wasted schooling, so that these naturally backward humans may be fitted to take a useful place in the world.

For the aged vagrant, who still too

often finds himself on the inside looking out, more immediate relief is likely through Old Age Pensions, now generally adopted in the west, though not yet in Alberta. These will provide subsistence for indigent aged of British citizenship and sufficient residence.

For the bulk of vagrants of middle age two steps are necessary. There must first be a thorough examination of the man—physically, mentally, socially—in order to see how he got where he is, and to determine the best way out. And for most cases, a long term—perhaps two or three years—at a farm or industrial colony is necessary to break up bad habits and establish new ones; to give the man an interest in life, and possibly in work. Offhand, this sounds like a radical treatment for an apparently harmless vag, but actually it is not so, as any chronic vag now has several years of jail experience, in monthly doses, and will have many more in his normal lifetime—unless cut short by an overdose of canned heat, or the too familiar “unidentified man found killed by train.”

But for the present chronic vag there is less opportunity and hope than for his would-be successor. Given adequate treatment for delinquents, and a reasonable compulsory vocational training for mental subnormals, the fraternity of knights of the road would soon cease to be the present reliable guest supply for our provincial jails.



THE DIVINE RIGHT TO FEEL DISCONTENTED.

BY WALTER HERBERT

When I was six and a half years of age I saw my first lion, at the Philadelphia Zoo. Through close-set steel bars, as thick as a man's wrist, I saw him. I was thrilled to my childish backbone; and my delight was unlimited, as I watched this great monarch of the jungle pacing back and forth, from end to end of his cruel cage. He was in a towering rage at the time; bellowed forth savage roars of anger and passion, and struck viciously at imaginary prey, as his soft-padded feet measured the barren distance between the walls. This snarling, growling, blood-thirsty beast completely captivated my boyish fancy, and for six months I pestered my father to take me back to see the glorious creature again. Finally the return visit was made. This time my lion was stretched, full length, on his stone floor, head erect, eyes bright and watchful. But when his massive jaws opened, it was only to yawn, not to snarl or roar, and he gently licked the great paws which formerly struck at the air in deadly earnest. Drowsy and docile he lay, satisfied to do nothing but snap occasionally at pesterous flies. Disappointed and disillusioned, I willingly returned home, permanently cured of lion-fever.

Years later I recall the incident, and wonder why my two visits to the Zoo had such varied effects upon me. Each time I saw what I wanted to see; a lion. The same animal greeted me on each occasion; not a single hair of his golden, glossy hide had changed; his beautiful mane and powerful limbs; his majestic head with the shining, watchful eyes; these were unaltered. Why then did Leo so thoroughly thrill and impress me at one time, and inspire less than interest the other? My conclusion is that in his discontent lay the secret attraction of the first roaring king of beasts. I think I thought of the danger to myself if he should have

happened to escape. As a fly-whacker he was innocuous.

A feeling of discontent has been the harbinger of every step forward made by the creatures fashioned after the image of God. Ireland, for instance, made a complete nuisance of itself for more than a hundred years, and with grim obstinacy upset governments, exasperated statesmen and baffled prime ministers until it finally achieved self-government. The suffragettes of old England gained their end by a tireless, intrusive anger which would not be subdued, although for years they were a hated, ridiculed and despised minority. The pioneers of Upper and Lower Canada, and later of the western plains, gained nothing by docile, watchful waiting or even mild antagonism. Their political and social and religious objectives were reached only by stormy, violent, insistent demanding. Refusal to abide by existing abuses; refusal to accept the unproven opinions of other men; refusal to be satisfied with a middle rung in the ladder; these are the opening words in every chapter of the advancement of civilization. Discontent is the mainspring of human progress.

Mankind is divided distinctly into two universal sects: the one blessed with the divine feeling of discontent, the other cursed with the almost incurable sin of indifference. The latter contributes nothing of value to life, yet it is more than tolerated: the sect is encouraged to increase its numbers. Members of the former have given us all good things, yet the world has been antagonistic toward them, and has labelled them kickers, grouchers, fanatics, revolutionists, all terms of disapprobation and contumely. The man who is seized with a righteous discontent with the existing social order, or inspired

by a desire for reform, must not expect to be widely popular. At least, not during his life-time. The world does not welcome criticism; it becomes peevish when attention is drawn to rankling injustice, fumbling incompetence or glaring wrong. Yet that same world owes all of its progress, many of its inventions, and most of its great reforms to the complaints of "kickers" and the noble discontent of "impossible" idealists, persistent visionaries.

No man will set to work making a new world until he is bitterly and acutely dissatisfied with the existing one. Witness Mr. H. G. Wells. He simply cannot stand this clumsy, confused, straining, disorderly world, and he desires passionately to rebuild it and straighten things out—and he is in a devilish hurry about it. Few of us would care to be Wellses, for he, like us, has his obvious faults and we shun them; yet he is a confirmed believer in his own right to be discontented with things, and that in itself is a form of divinity in an undivine world. Few things are more directly God-given than a sanctified anger against our present jazzing, pagan, bluffing mode of living.

Every man is justified in feeling incensed at the dissatisfying things he sees in life about him, and as soon as he loses all discontent, his anger with social conditions, and his zeal for reform, he is becoming old—no matter what his age may be. To take things lightly; to become rigidly prudent and patient; to give up the fight and to merely potter about in a comfortable, smug, self-satisfied rut; to become tamed—is something which few men resist. But it has been done. Lord Bryce did it. Columbus did it. Christ did it. The Jesuit fathers of Canada did

it. Coli and Nungesser did it. Their tumultuous enthusiasm never petered out and dwindled mournfully away; time did not cool their ardour; honours could not lure them into drowsy acquiescence; they were young, insistent, defiant reformers to the very end.

We should, of course, cast off petty and personal discontents, for they are often merely the result of an exaggerated egotism. This is not the fine, hardy, healthy discontent which emancipated men from the abuses of time.

Even Edgar Guest had the idea when he wrote:

"To live and laugh and sleep and dine,
God keep me safe from this;
And let me shoot at targets far,—yes
Even though I miss."

To men endowed with a mind trained to perceive the facts of life, the right to feel discontented closely approximates a duty. Heaven grant that our institutions of learning shall not turn out apathetic men and women. Apathy does not appear to be a serious offence; but in fact, it is one of the most threatening and perilous because it is very nearly hopeless and all but incurable. On every hand the world is crying out for necessary changes, and the only thing which can forestall these urgent, overdue reforms is unwise caution, inertia and smug indifference.

Let him who wishes to, attach himself to the already extensive mass of harmless, lifeless, drifting human seaweed; but he who would call himself a man will insist upon his right to feel discontented and, with head erect, will never cease to place new demands before a self-complacent world.



THE SCHOOL'S OBLIGATION TO THE INDIVIDUAL CHILD.

By M. E. LAZERTE

These issues which I have raised are fundamental, and the school is recognizing them in a round-about fashion. The educational world recognizes the problem and the individual child is the centre of attention in the schemes that are being devised to increase efficiency in administration. The general move is in the direction indicated, but there is as yet little direct attack upon the analysis of mental processes and upon the evaluation of our educational procedures as they affect the individual pupil's mastery over ideas. Typical of the topics discussed in the educational journals are the following: supervised study, homogeneous class groupings, diversified curricula, atypical classes, intelligence tests, educational tests, the play way in education, and others of their kind. These are all real, worth-while problems, but their interest is mainly centred in administration. With a perfect scheme of administration we have only set the stage in readiness for the real business of education for which the first little schoolhouse was built. We have created most of our modern problems by reason of our adoption of mass methods of education. The fundamental problem "How to educate" remains. In the last analysis every successful teacher must teach individual pupils, and this is why a training in child psychology and in general educational psychology is an indispensable part of a teacher's professional equipment.

During last Christmas holidays, pupil A was brought to the laboratory by his father that we might discover if possible the cause of his school failure. The boy was 15 years of age and in grade V. He was discouraged and was failing to make any progress at school. We found that he had a mental age of nearly thirteen years, but that he was yet unable to read. In oral reading he was of grade II junior standing, in silent reading grade II

senior. He was at grade III level in arithmetic. His judgment and reasoning ability were quite developed for his age. The boy disliked school, and said that other children always told him that he would never learn anything. The boy was courteous and of good social habits.

Earlier in the year I studied another case somewhat like this one, although at first glance the two may appear to have little in common. Pupil B was nine years of age and in grade III. He was reported by his teacher to be lazy, to be very deficient in arithmetic, and to have little interest in the work of his classroom. The boy proved to have an I.Q. of about 120 and to have a mental development that would have placed him in grade VI. In problem-solving in arithmetic he was quite superior to the majority of pupils from grade V. All this was true, and yet the boy was failing to make good in grade III.

I have chosen these two cases because I believe they represent quite well two of our characteristic failures in carrying out our obligations to pupils in the schools. The first boy probably entered grade I before he was mature enough to profit by the instruction given. He became discouraged and his mental life became wrongly ordered. He became confused. With attention on groups rather than upon individuals the school gave him an intelligence test, labelled him I.Q. 65 and did nothing further to help him in his troubles. He became known as a dullard. He lived down to his reputation. How fortunate it would have been had the school diagnosed his difficulties before he arrived at his final hopeless state. The proof that the boy was capable of improving lies in the fact that one of the students in education was able in twenty days to increase his rate of reading simple material by over 40% and to increase his silent reading standing by one-

half year. His peculiar difficulties were isolated and remedial devices were used to aid in correction. If this boy had been studied in grade I what a saving of time, money and energy there would have been, and what a different school record might have been written for him. The boy has taken a job and the school can give no further assistance.

What we need to realize more fully is that there is law and order in the mental life. We are dominated by habits. What a pupil does at any time is the result of definite mental organization. If the organization is wrong, what he does may be normal for him although it does not conform to our standards. If a pupil listens to instruction that is not suited to his capacity and stage of development, he forms wrong associations and builds up faulty habits. These function automatically just as would the correct habits. It is as if a great city telephone system had been installed by a mere amateur. Connections would be made between phones and switchboards, but they would be the wrong connections. When an expert electrician is called in to correct matters his first task is to disconnect all the wrong connections. Constructive work is impossible on the basis laid by the novice. Similar to this is the task of the expert teacher who is interested in correcting pupils' difficulties. Deficiencies must be discovered before they can be remedied. A first essential in the personality of the teacher is an interest in children and in their ways of thinking. In the light of what we have just said, think if you will of the task confronting the real teacher condemned to follow in the footsteps of the permit holder. Is it not evident that the holder of the permit is a positive menace to constructive educational work. School errors and failures are due to peculiar and definite deficiencies. Our ordinary classroom procedure is at best an approximation to a treatment of the situation. Without discovering the exact nature of the errors in the mental processes of pupils, we prescribe a single remedy, by topic and page, to cure all ills, as the patent medicine vendor pre-

scribes his tonic to cure all bodily disorders.

Pupil B, whom we mentioned above, is one whose ability is above that of other members of the class. The ordinary class work is too easy for him, and he is bored and indifferent. When under individual questioning, his enthusiasm was kindled and he showed his true calibre. We cannot hope to treat children individually at all times, but it is well to keep in mind the contrast between what we can do and what might be done if the public were willing to pay the costs.

We have in pupils A and B examples of marked individual differences. Intelligence testing and attainment testing has thrown the problem of individual differences into bold relief. This testing has led to curriculum investigations, to various schemes of pupil classification, and to numerous surveys, but there is a further step that must be taken. Having tested and measured our pupils we must make use of the information that the tests give. Once more this leads us to the study and treatment of individual children. While this is true, we also need far more measurement than is taking place at the present time.

Where do we stand in this matter of intelligence testing? Much of the first commotion is over, and we have settled down to a saner use of the valid test material. In many instances the intelligence test can tell us in forty-five minutes more about a pupil's capacity than a busy principal can learn in two or three years if he does not use the test. A personal history record of each pupil kept by the teachers throughout the school period would give more complete though little more reliable information. By the time the school's record is complete the child is finished with school, the data cannot be used and the tabulations go on file.

Mental testing is still belittled by many, mainly those who do not know the real purpose of the tests or the assumptions that underlie their use. There has been more testing in the United States than elsewhere, but the tests are used in Austria, Belgium, Holland, Switzerland,

England and Germany. In the English Board of Education report for 1924, called "Psychological Tests of Educable Capacity," one finds the following comments regarding the intelligence tests: (1) They might be used as a means of properly classifying pupils when entering school, (2) they are useful when transferring pupils from school to school, (3) they may be used to classify pupils entering secondary school when other concrete evidence of ability is lacking, and (4) teachers-in-training should be given practice in applying the tests.

It is generally agreed that an intelligence test, when properly applied, records the pupil's capacity to profit by the instruction offered by the school. We are serving the best interests of a pupil when we give a psychological test and determine what should be expected of him in school. If we find that he is dull, we will not discourage him when he fails to make average progress; if he possesses good capacity, we will refuse to accept anything except a high standard of work. The school is under an obligation to the pupil to determine his capacity and to assign him tasks that are commensurate with his ability.

What is the situation in the ordinary forty-pupil classroom? There are about two pupils whose rate of mental development is twenty-five per cent. above average, and who can therefore complete the ordinary eight year course of study in six years. There are seven pupils who could complete it in seven years, there are twenty who require the usual eight years, seven who require about nine and one-half years, and two who need ten or eleven years to complete the work of the elementary school. About one-third of the class has ability that with average industry will carry them to the end of grade XII, but there are about four pupils in the class who may not be expected to complete the work of even eight grades. Is it not unfair to give all these pupils the same work in the same classes and expect them to make the same progress year after year, grading the teacher as weak or fair if she does not succeed in

teaching abstract subject-matter to children who are incapable of understanding it? Should we not determine the possibilities within each child? There need be no determinism in our procedure if only a little common-sense be exercised. Leading educational opinion is on the side of the teacher who is using the test material, and it is not fitting that those who have not studied the significance of the movement should stand idly by and belittle the enquiries of those who are investigating. On the other hand, those who use the best material must appreciate its limitations.

Similarly, few school principals can afford to overlook the values inherent in the educational tests that have been standardized for various phases of school subject-matter. These tests are little more than scientifically prepared examinations, and one does not dispose of the matter by a knowing smile and a remark that they seemed to get along all right without them when we went to school. Tests can certainly be used to the pupil's advantage. In using tests let us be reminded once in a while as follows:

"Statistics prove so many things,
The size of towns, the height of kings,
The age of children in the schools,
The skull development of fools;
All things below, and things above,
It seems to me 'statistics prove.'

But, no. Statistics never yet,
Appraised a single violet,
Measured the glances of an eye,
Or probed the sorrows of a sigh.
Statistics never proved a soul
In high or low, in part or whole."

We hear much today about individual instruction and about homogeneous classification of pupils. There are various schemes of individual instruction, but all aim to accomplish the same results. By homogeneous grouping an attempt is made to put in the same groups those pupils who can profit by a given type of subject-matter and for whom a special type of presentation is most suitable. It is evident that a child with an I.Q. of 80 needs different subject-matter and a different type of instruction from that need-

ed by a child with an I.Q. of 120. We sometimes hear it said that it is unfair to the dull child to take him away from the capable pupils from whom he can learn so much. If we believe this, we subscribe to the theory that the school is more interested in society's betterment than in that of the individual child; we overlook the fact that while the dull child may be helped by certain influences of the group, he does not receive while in it the type of instruction suited to his level of capacity; and in the third place, we assume that we have the right to stunt the progress of the bright child for the sake of the dullard. There is much to be said in favor of separating children into homogeneous groups, but the scheme can be applied only where there are many children in each of the grades, and under conditions where the children do not become conscious of the fact that the school has attempted to separate the sheep from the goats.

All systems of individual instruction strive to incorporate two ideas: first, the principle of self-activity, and second, the possibility of each child progressing at his own maximum rate. The working of individual assignments demands self-activity on the part of the pupil, and gives a motivation to the entire school programme that is real and wholesome. It is fair to say that the pupils enjoy the system. It appears that there are certain disadvantages in reducing the amount of group discussion, for the development in language ability is very dependent upon conversation and class discussions. No valid evidence has as yet been presented to prove that any scheme of individual instruction, such as the Dalton Plan, the Batavia Plan, or the Winnetka Plan, is on the whole superior to more conventional procedures. However, we should encourage the spirit of investigation and be constructive in our criticisms when we find someone with an idea trying to put it into effect. The enthusiasm of the experimenter usually guarantees success independently of the intrinsic value of the system and methods he happens to be using.

In this paper we have been talking about our obligations to pupils with respect to subject-matter of instruction, its method of presentation, and schemes of administration that make these possible. Thus far in our discussion we have barely mentioned the greatest obligation of the school to the individual pupil who comes under its influence. There is one factor that is of great importance and which we cannot omit from mention. Ability owes more to interest than interest owes to ability. Learning should be an active process which will go on when formal school instruction is ended. It is of far more value to give the pupil some idea of the right spirit in which he may approach the study of history in later life than to burden his memory with details which can have little or no significance for him. If the subject is made so attractive that when school days are over, the pupil continues to read and study history, the teacher has achieved one of his main purposes. So too, in all the school subjects, the real values lie less in the facts taught than in the training that their acquisition gives. We should not be too ready to accept the statement that there is no transfer of training in education. The evidence is quite to the contrary. There is a very real sense in which education is a process of training. We would agree that rote memorization of facts does not give training. Real training depends upon the manner in which facts are associated while being learned. Much of the criticism we hear today about the overloaded curriculum is wrongly dictated. The real error lies not in asking the child to learn many facts, but in so specializing our subjects and chopping up our time-tables that we lose the unity of the whole process. The old-time schoolmaster had his limitations; but he probably saw more unity in his subject-matter than can be seen today by specialists.

School experiences should arouse and inspire pupils, should cultivate in them a wholesome self-respect, and should give them a few ideals of conduct and service. The child should be led to see that there is no remedy for time misspent, no healing

for the waste of idleness. The school's obligations have not been met when it has developed only the measurable skills and abilities. It must develop personalities which reflect worth-while principles,

motives and ideals. Teaching is not a matter of office and business routine. In the last analysis it is concerned with the mental and spiritual development of the individual child.

EDITORIAL

A NEW FIELD FOR THE B.A.

It costs an undergraduate in Arts at the University of Alberta in the neighborhood of twenty-five hundred dollars to get his degree. As a bachelor in letters, he is presumed to have mastered a passing knowledge of the liberal arts. If not a connoisseur of pictures, a critic of literature, or an eloquent philosopher, at least he is sufficiently versed in the background of these sciences to appreciate and value the achievements of his own time in their direction. He does not carry around, plainly stamped upon him, the result of the refining process to which he has been submitted, but in certain intangible ways this is manifested: in a broader outlook upon life, a wider more unselfish interest in the ways and works of men.

Up till now, he has had to be satisfied with those intangible things as a reward for his expenditure of twenty-five hundred dollars. Naturally, he has not been altogether happy with his lot. The lack of immediate and material returns has been too promptly felt to enable either him, or the parent who has subsidized his course, to regard as anything but a blight, and a detriment to an honest advance in the world, a culture so expensive and so inapplicable to any of the recognized means of earning a living.

But now hope dawns from a new quarter. In England it has long been the opinion that a University training in the liberal arts is necessary for success in any profession. The same idea, but with a more definite application, was expressed by a prominent Edmonton business man the other day. Speaking of the comparative worth of the Arts course and the Commerce course as a training for business, he said: "A highly technical training in Political Economy is of value chiefly in the export and import end of trade. But that is only one of the minor departments of a business organization. The vital concern of any business is to sustain in good will and confidence the relations between itself and its customers. Give me for this work a man whose broad general education has given him the ability to establish and sustain relations with different types of men. What technical training he needs, experience in the business will teach him, but the broad foundation upon which a successful career is built, he must get from education."

Perhaps, after all, the twenty-five hundred dollars will prove a paying investment.

MENTAL HYGIENE

Now that the Canadian National Committee for Mental Hygiene has undertaken a westward expansion it behooves westerners to take a more immediate interest in the work of the Committee. The Committee itself has begun a campaign of education in its larger constituency in the visits of Dr. C. M. Hincks, Medical Director, Mrs. E. A. Bott of the Division of Parent Education, D. M. LeBourdais, Director of the Division of Education, and Dr. Smiley A. Blanton, Professor of Child Study, Vassar College. Dr. Blanton recently spoke in Edmonton on child guidance under the auspices of the Committee.

The work of the Committee is thought by most people to be concerned with the study of delinquency, mental deficiency and other mental abnormalities. The lectures of Dr. Blanton effectually corrected this mistake. According to Dr. Blanton the greater and more important aspect of Mental Hygiene is the prevention of abnormalities by effective and psychologically correct training of children rather than an attempted correction after the mental disease has been allowed to occur.

The announcement in Dr. Tory's Convocation Address that the University has now organized a School of Education suggests that the present time is particularly opportune for beginning a more energetic campaign for Mental Hygiene in Alberta. Now that teachers so largely command the time and energy of children it seems reasonable to expect a more serious attitude on the part of education toward the training of the characters of children. Teachers' opportunities in this respect are glibly recognized by most inspirationalists lecturing to the profession, but little is actually done toward giving teachers an adequate training in child guidance.

It is to be hoped that Mental Hygiene and Teacher Training in Alberta will be found in closer co-operation.

MY GENIUS.

BY H. R. LEAVER

I could never write a Satire, nor a line in humorous vein, All my genius runs to tombstones, all my talent follows pain.	As a special classic feature, for an urn or window pane, I can write a line in Latin, that would suit the sacred fane.
I have epitaphs for widows, quite a mour- ner's anodyne, I am paramount in solace, to console, my special line.	I have samples for the aged, for the babe that's undefiled, For the suicide and murderer, for the madman passing wild.
Should a lady want a couplet to expunge her deepest grief, For the third or fourth espousal, I would bring her quick relief.	In the press of office business, clients call to choose their verse, E'en before they have selected, their va- riety of hearse.
In the churches of the country, in the gov- ernmental halls, You may see my soulful poems, painted on the public walls.	As for monumental masons, who delay me after hours, They will call for rhyming couplets, to adorn their marble flowers.

So I never write a Satire, nor a line in
humorous vein,
All my genius runs to tombstones, all my
talent follows pain.

VARSAITY GRADS!

HERE ARE THE DATES YOU HAVE BEEN WAITING FOR

OCT. 6th—SASKATCHEWAN AT ALBERTA

OCT. 13th—ESKIMOS AT VARSITY

OCT. 20th—TIGERS (CALGARY) AT VARSITY

OCT. 27th—MANITOBA AT ALBERTA

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ALUMNI NOTES

These straggling words are going to be brief this time because my correspondence has been rather small during the summer—in fact what news is here given is mainly the result of meetings with alumni who have been in Edmonton. This prompts me to say what has been in my mind for some time: that I should like members visiting the University buildings to drop into 119 Arts for a few moments if only to say "Hello" and to make sure that their address is correct in the records. I am getting a reputation for buttonholing people, and hope that my motive will be understood—it is 99% the securing of information. The other 1% is willingness to pass on fees to the treasurer if they are available.

The mention of fees leads me to remark that in spite of the fact that we now have our financial affairs in good shape, we have assumed a financial and moral responsibility which will require some stout work to uphold. This is the Henry Marshall Tory scholarship. I do not expect that special subscriptions to the fund

will be solicited, but certainly *it is hoped that as many as possibly can will pay their fees this year in order to build up the endowment rapidly.* So don't neglect the bill for fees when it reaches you, and if you can manage any arrears

A large number of alumni have been about the city during July and August attending Summer School and marking examination papers. I can not hope to mention all who participated in these activities, but amongst those "marking" were: *W. E. Frame '22, '27, F. A. Rudd '23 (who goes to Lethbridge), C. E. Edwards '23, Lorne Good '22, G. W. Robinson, '15, '20, R. G. Watt '27, H. G. Teskey '24, J. T. Bullock '28, Mary Martin '23, G. F. Hollinshead '24.*

Taking courses were *Mrs. Oestrich (nee Edna Thorpe '19 (who is going to teach at Westlock), G. C. French '26, Wes Oke '26, '27, Wes Watts '25 (who won the S.S. Tennis Championship), Mildred Thrasher '27 (whose new address is Ferintosh, Alberta).*

Lecturing were *Wilf Wees* '23 (Junior Psychology), *Fred Young* '15, '25 (Mathematics), *Dudley Pegrum* '22, '24 (History and Pol. Ec.), *G. F. Manning* '24 (Art), and last but certainly only in point of time was *G. F. McNally* '11, in charge of the Department of Education Summer School.

Members of class '19 will be pleased to hear that *Rev. and Mrs. Palmer Anderson* are safely back from China. Mr. Anderson is lecturing during the summer on his experiences in the Orient and will return to a theological seminary in St. Paul, Minnesota, for the winter.

A welcome visitor during August was *Marjorie Bradford* '24, who will be found at Room 205, 1421 Atwater Ave., Montreal, as secretary of the Montreal Council of Social Agencies. She says that her brother, *A. C. Bradford* '24, has graduated in medicine from McGill and is interning at the Montreal General Hospital, Montreal.

Lillian Cobb '18 has been awarded her Ph.D. from the Sorbonne, Paris, and was last heard of in Chicago. If this catches her eye we hope she'll communicate her address.

When one sees the stalward form of *Dr. Weston* '25 conversing with Dr. Revell close to a car bearing a Michigan licence the obvious deduction is a motor holiday trip, and we hope it was highly enjoyable.

A few news items have come in about Class '28: *W. C. Whiteside*, M.D., is with the Manhattan Dispensary, 327 East 60th St., New York City. He is going to the Moses Taylor Hospital for P.G. in surgery and medicine in the fall. *H. H. McVeigh* (Comm.) is accountant with a coal company at Drumheller and appreciates "The Trail." *Eleanor Farmer* is in the General Office at the University, *Grace Parmelee* is acting as secretary to Dean Kerr, *Paul Hargrave* is with the City Telephone Department.

The following splendid letter from *Bob Hollies* speaks for itself. I have since learned that his address is 14 Westbrook Crescent, University Hill, Point Grey, Vancouver, B.C.

824 East Seventy-Third St.,
Los Angeles, California,
April 20, 1928.

Dear Geoffrey:

It is a long time since I have written to the Alumni Association or received a Trail. I am enclosing four dollars in fees, two from myself and two from Jean Stuart, Arts '17, M.A. '18, whose present address is 310 Magnolia Avenue, Long Beach, California.

A week ago, on Friday, April 13th, there was quite a gathering of Edmonton people at a Canadian Society of Long Beach dance at the Belmont Beach Club, Long Beach. We have a little news for The Trail as a result of a very pleasant evening.

I know the address of fourteen of those present, so here goes for a few sparks from one past Treasurer's Anvil.

Elmer McKitrick, B.Sc. '20, and Mrs. McKitrick are now living at 1331 West 84th Street, Los Angeles. E.S. is General Sales Manager for the Baker Iron Works of Los Angeles. They have a new son, too.

Stanley Morgan and Mrs. Morgan (*Gladys Buchanan*, B.A. '17) are residing at present at 1740 Casa Grande Street, Pasadena. S.C. is studying hard at Cal. Tech. They are planning a motor trip to Schenectady and Ontario on the way back for the fall term at U. of A.

Art Carswell (B.Sc. '20) and Mrs. Carswell are still living at 2207 Camden Avenue, Sawtelle, California. Arthur is an engineer for the Bel-Air Corporation of Los Angeles. I was working as an engineer for the same corporation. However, I have had an attractive offer from Vancouver, B.C., and I am leaving in a few days for Canada, much to the delight of Mrs. Hollies and myself. My new address will be c/o Mrs. L. C. Hollies, 11108 University Avenue, Edmonton, Alberta. Some of those present wish they were returning to Canada too.

W. St. G. Hollies is with the Occidental Life Insurance Company, 12th floor Merchants National Bank Building, where he is working with *C. H. Tookey*, B.A. '20. Clarence has a lovely "ranch" just

out of the city, at La Canada, where avocados, loquats, oranges, lemons, grapes, figs and othersuch fruits abound.

Miss Jean Stuart, '17, Leslie Stuart, '22, and Clarence Tansley have a beach home at 310 Magnolia Avenue, Long Beach, California. (Sotto Voce). Please note errata on page 7, Trail No. 20, September, 1927, Mrs. Giles Clark's address is not given and in brackets is wrongly written nee Jean Stuart, B.A. '17, M.A. '18. This should be Jessie Stewart, B.A. '18, and Jean Stuart's address is given above. Jean Stuart has been for three years in charge of the Direct Mail Advertising Department of C. Merwin Dobyns' Long Beach store. Leslie Stuart has been for some time in the Credit Department of the C. C. Lewis Jewellery Company of Long Beach and Clarence Tansley is in the Electrical Department of the Shell Oil Refinery at Watson, California.

Mr. Gordon Hislop of U.B.C. is with Goudge, Miller and Atkinson, Barristers, of Los Angeles.

I saw L. V. Miller, B.Sc. '20, the day following the dance. He is at present in Sawtelle, and is working as engineer at Castellammare.

We were sorry that W. A. McInnes, B.Sc. '20, was not present at the reunion. He is still living at 438 South Michigan Avenue, Pasadena.

I have heard of two other small reunions which have taken place recently. One of these took the form of a luncheon party at the Brass Kettle Inn, Long Beach, with Gladys Buchanan Morgan as hostess. The guests were Mrs. Fred Facey (Cora Armstrong, B.A. '17), who with her husband, Dr. Fred Facey, is living at San Fernando, California, where Dr. Facey is practising medicine; Jean and Leslie Stuart and Stanley Morgan. The other reunion was at the home of Mrs. Frank Bayard, South Gate, the guests being much the same as the other party. Those who were at the University in '16, '17, '18 and '19 will remember Mrs. Byard as Eleanor Bremer. One of the guests at Eleanor's home was Mr. Bayard's mother,

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Kind regards to Mrs. Taylor and yourself from Mrs. Hollies and myself.

Yours sincerely,

R. T. HOLLIES.

The following is the list of those present at the Long Beach Canadian Club dance, with their addresses:

Mr. and Mrs. E. S. McKittrick, 1331 W. 84th Place, Los Angeles.

Mr. and Mrs. Stanley Morgan, 1740 Casa Grande Street, Pasadena, Calif.

Mr. and Mrs. Arthur Carswell, 2207 Camden Avenue, Sawtelle, Calif.

Mr. and Mrs. R. T. Hollies, 824 East 73rd Street, Los Angeles, Calif.

William St. G. Hollies, Occidental Life Insurance Co., 12th floor, Merchants National Bank Bldg., Los Angeles.

Miss Jean Stuart, Leslie Stuart and Clarence Tansley, 310 Magnolia Avenue, Long Beach.

Clarence Tookey, La Canada, Calif.

Gordon Hislop, Dillon Hotel, Los Angeles.

The staff of *The Trail* carried a perky grin for a week or so this summer as a result of an interesting bit of editorial comment in the Edmonton Journal. I am quoting the editorial in full so that those who feel the same way may find their feelings expressed, and that those who don't may have something tangible to criticize.

"TOWARDS AN IDEAL"

"The alumni of the provincial university publish quarterly a small magazine very appropriately named 'The Trail,' which seems to contain within itself the promise of increasing achievement. Too many alumni magazines have displayed a tendency to be little more than glorified directories of the addresses of past students, together with a statement of their present condition of servitude. The Trail has deliberately set itself to the task of keeping alive in Alberta graduates an interest in the kind of thing educated men and women should appreciate.

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The June number contains articles on subjects so varied as children's books, the Borstal system, humor in Hansard, and Ibsen, and while some of the contributors are faculty members, the alumni themselves are carrying the bulk of the load. One may perhaps make special mention of the one poetic number, a charming set of verses entitled "Walking at Night," by Miss Georgina Thomson of Calgary. It is characterized by admirable simplicity of language and a tender appreciation of one of life's very difficult problems. The editor is to be commended on the policy adopted and the nature of the material he is securing, despite the frank statement on the first page that "there are no funds available for the remuneration of contributors."

THE SECRETARY.

Births, Marriages and Deaths

(Kindly send notices for this column to Greta Simpson, University of Alberta, Edmonton.)

MARRIAGES

- BURES—MACLEAN**—At Winnipeg, Manitoba, July 7th, 1928, Dorothy Margaret MacLean to Anton John Bures.
- MILLER—CLUTTON**—At Carmangay, Alberta, Rose Clutton, B.A. '26, to W. W. Miller, Ag. '26. Mr. and Mrs. Miller are making their home at Carmangay, Alberta.
- KAY—COOKE**—At Edmonton, Alberta, July 17th, 1928, Anna Evelyn, B.Sc. '21, daughter of Mr. and Mrs. Daniel Cooke, to William (Le-Roy), son of Mr. and Mrs. John Barker Kay. Mr. and Mrs. Kay are making their home in Edmonton.
- SUTHERLAND—COONE**—At Edmonton, Alberta, July 4th, 1928, Wilma Margaret, B.A. '27, only daughter of the late Rev. and Mrs. J. W. Coone, to Frederick George Sutherland. Mr. and Mrs. Sutherland have made their home in Edmonton.
- MUDIMAN—SMITH**—At Macleod, Alberta, July 18th, 1928, Freda Gertrude Morehouse, B.A. '25, only daughter of the late Rev. Jonathan and Mrs. Smith, to Thomas Edward, second son of the late Mr. David and Mrs. Mudiman, Macleod. Mr. and Mrs. Mudiman are making their home in Manyberries.
- BACKMAN—HARRISON**—At Uncas, Alberta, July 28th, 1928, Alice, eldest daughter of Mrs. K. Harrison, to Wilfred T. Backman, Ag. '24. Mr. and Mrs. Backman have made their home in Edmonton.
- NEWTON—FUOG**—At Edmonton, Alberta, July 18th, 1928, Agnes Hedwig, M.A. '25,

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only daughter of Mr. and Mrs. A. C. Fuog, to Dr. John Dawson Newton. Mr. and Mrs. Newton will make their home in Edmonton.

KUTTZ—KNIGHT — At Vancouver, B.C., August 18th, 1928, Madelaine, daughter of Mr. and Mrs. Knight, of Edmonton, to R. L. Kuttz, B.Sc. '26.

BRINE—GOLD—At Edmonton, Alberta, June 6th, 1928, Margaret Hazelwood, M.A. '24, only daughter of Rev. William and Mrs. Gold, to Charles, son of the late Mr. and Mrs. Brine. Mr. and Mrs. Brine will make their home in Edmonton.

BERE—BROWN—At London, Ontario, Aug. 1st, 1928, Gladys Violette, B.A. '26, only daughter of Dr. and Mrs. C. W. Brown, to George Samuel Bere. Mr. and Mrs. Bere will reside at 458 Piccadilly Street, London, Ontario.

BENDLE—DAKE — At Edmonton, Alberta, July 1st, 1928, Beatrice Irene, only daughter of Mr. George Dake and the late Mrs. Dake, to Frederick John Bendle, son of Mr. and Mrs. John Bendle, South Wales. Mr. and Mrs. Bendle have made their home in Edmonton.

BIRTHS

LOVE — At Edmonton, Alberta, July 7th, 1928, to Mr. and Mrs. J. Russell Love, a daughter, Flora Marion.

STRICKLAND—At Edmonton, Alberta, July 7th, 1928, to Prof. and Mrs. E. H. Strickland, a daughter.

VANGO—At Edmonton, Alberta, July 12th, 1928, to Dr. and Mrs. H. Vango, a daughter, Phyllis Marion.

DEATH

MOON—Herbert Douglass, B.Sc. '28, passed away in a local hospital, July 24th, 1928.

CAMPUS CHATTER

Just as this *Trail* goes to press, the football team has arrived back on the campus. All the boys are looking in the best of shape after four months spent in the open. Strict training is the rule from now on. Their chances of coming out on top of the league have never been better than they are for the present season. With just a sprinkle of luck they should bring home honor and a cup.

* * *

I saw Bessie Mitchell in the Banff Springs Hotel swimming pool one day this summer. I dived in, all pink and white and charming I thought, and having described a rather graceful parabola through the clear atmosphere, came up for admiration and applause. The voice

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of the director of *Punch and Go* greeted me ironically with "Did it hurt?"

And afterwards in the dining-room I saw Grace Atkinson and Gwen Taylor. Grace was looking more graceful than ever and Gwen's cheerful smile brought back happy memories of frosty mornings in 1925 when, with Dr. Gordon as our Harry Bailey, we rode along the road to Canterbury.

* * *

I saw Helen Benny this summer—of all places in the Mormon Temple at Salt Lake City. We were both there for the same reason, to hear one of the famous organ recitals which are a feature of Mormon society there.

* * *

I ran into Sig Neilson in Palo Alta. Sig drove me around in his ancient Essex all afternoon, and we nearly ran into everything else. We talked of old times until two a.m. Sig is the world's greatest entertainer.

And in a drug store in Los Angeles I met Syd Madden, whom everybody will remember as a brilliant licentiate in Pharmacy in the class graduating in '26. Syd is a prosperous person, as nearly everyone in Los Angeles is. I went with him to hear Aimee Semple McPherson evangelize. Amen, Sister.

* * *

Dr. Gordon, Mrs. Gordon and family have been spending the summer across the Atlantic. Mrs. Gordon and the boys lived in the New Forest all summer, while Dr. Gordon did some reading at Oxford, and took John T. Jones across to Paris with him.

* * *

"John T." returns this fall, by the way, as an Assistant Professor in English. I wonder what two years at Oxford have done to that sturdy salt. He'll be back in a week or two, and I'll let you know in the next issue.

* * *

Professor Rowan spent part of the summer in London where he prepared his thesis for a doctorate in science in London University. Professor Rowan's work, by the way, on the question of the migratory habits of birds is bringing the University

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zoologist many congratulations—not to say fame.

* * *

Ray Wiles, an M.A. of Harvard, is joining the Department of English. He and "John T." will fill the gaps caused by the resignations of Mr. Riddehough and Mr. Harris. Geoff Riddehough is joining the Department of Classics in the University of British Columbia, while Joe Harris has accepted a call to South Hill Baptist Church in Vancouver.

* * *

Jean Williamson is leaving Dean Kerr's office at the end of this month. Her place is being taken by Grace Parmalee of the class of '27.

* * *

Another new member of the Department of History is Miss Murray, daughter of President Murray of the University of Saskatchewan.

* * *

Dr. George Hardy will be back shortly from a tour of Europe and a period of study in Greece and Italy. It is thought that he has been taking measurements of the Parthenon to see if the proportions in the "Hardy Memorial Rink" are properly harmonious.



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